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ABSTRACT

Characteristics of the National Teacher Examinations (NTE) of 10 years hence are projected. The NTE-recommended guidelines for the examination are that: the test be used for selection and certification of teachers; it will be suitable for group testing; a single map will be used for the professional component to measure teacher effectiveness; map content will consist of characteristics for which empirical data can be gathered; and it will be primarily an objective paper-pencil test, with an audiovisual dimension to evaluate communication and social interaction skills. The knowledge base of the test should include pattern-seeing and interrelations of patterns. The professional component should measure the generic educator abilities which demonstrate an integration of knowledge, skills, and attitude. The education of teachers is discussed in general areas and specific fields. The professional component of teacher education programs is examined, and the generic educator competencies that shape it are discussed. These competencies include social interaction, communication, conceptualization, coordination, and diagnosis. A table identifies these competencies with the knowledge base, skills, and behavioral indicators for the knowledge and skill bases. An indication of how these behaviors could be measured in a paper-pencil or videodisc test is also included. (DWH).

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MAPPING THE LONG-RANGE DEVELOPMENT
OF THE NATIONAL TEACHER EXAMINATIONS

by

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PURPOSE OF THIS PAPER

The purpose of this paper is to project what the National Teachers Examinations will measure 10-15 years from now; more importantly, the paper should describe what a beginning professional educator should be able to demonstrate to educate effectively. To project what the test will measure 10-15 years from now challenges professionals to think about skills, knowledge base, attitudes, and abilities the learners will need to have in order to survive in a world whose ideology is challenging the paradigms with which society is comfortable.

The new paradigms that focus

- on open systems rather than on closed systems,
- on a continuum of knowledge rather than on discrete subjects,
- on learning as a process rather than on learning as product,
- on the implosion and explosion of knowledge rather than on a stable, controllable body of knowledge,
- on values of flexibility, creativity, synthesizing, and cooperating rather than on punctuality, obedience, conforming to the system, and competition, and
- on the integration and synthesis of knowledge, skills, and attitudes rather than on teaching these as separate entities,

are challenging the old paradigms which formerly served effectively all institutions - political, social, health, educational, cultural, economic, and religious.

Given the intensive dramatic shift in ideology based on open systems, the view of knowledge as a continuum, learning as process, and the implosion and explosion of knowledge, the values of flexibility, creativity, synthesizing and cooperating and the integration and synthesis of knowledge, skills, and attitudes over the past few decades, it is fair to assume that educators need to evaluate what they

do in the light of these paradigms. Those constructing tests to measure initial certification and selection will need to create tests that reflect a greater integration of attitude, knowledge, and skill within the learner to reflect this shift.

NTE SUGGESTED GUIDELINES AND ADDITIONAL COMMENTS

Consistent with the principles suggested in the NTE notes, this paper will use the following recommended guidelines:

- 1) the test will be used primarily for the selection and certification of beginning teachers;
- 2) the mode of the test will lend itself generally to total group testing;
- 3) a single map will be used for the professional component which will measure the effectiveness of the early childhood, elementary, and secondary teachers (this precludes a great deal of content specific to particular teaching fields);
- 4) the content of the map consists of characteristics for which empirical data can be gathered and for which there is consensual validation at the present time;
- 5) the test can be primarily an objective paper-pencil test although there will have to be another dimension, an audio-visual dimension, possibly videodisc, by which potential teacher educators can demonstrate a sampling of communication and social interaction skills.

In addition to using the suggested NTE guidelines, the author of this paper would like to make the observations:

- 1) the knowledge base of the test will include patterning-seeing and the interrelations of patterns from the following areas: whole brain knowing, developmental theory including exceptional education and

models in cognitive, moral, social, and physical areas; culture including patterns from multi-cultural and global education, communication and social interaction theory.

- 2) the professional component needs to measure more than the knowledge base; the professional component of the test needs to measure the generic educator abilities which demonstrate an integration of knowledge, skill, and attitude.

LEARNING: CONTEXT FOR TEACHING

The characteristics/competences of effective educators are not ends in themselves but rather these characteristics are the competences which facilitate learning.

If educators are to help the ongoing personal/professional development of the learner and to prepare them to meet society's needs, then educators need to be aware of the ideological shifts and the implication of these shifts for education so that learners meet the needs of society 10-15 years from now.

In the current era it is imperative for educators to help learners grapple with the explosion and implosion of knowledge, the ability to manage volumes of knowledge in a systematic way by patterning and by interrelating knowledge and processes across disciplines, learning as process, the values of flexibility, creativity, synthesizing, and cooperation and the integration and synthesis of knowledge, skills, and attitudes.

Learning, depending upon a person's beliefs and assumptions about its nature, has many descriptions. Basically, the position of the author of this paper is that learning is facilitating the integration of knowledge, skills, and attitudes

in the learner. Learning is a function of meaning (Combs). Meaning comes from context and connectedness (Ferguson). Learning is finding meaning in the content/process with which the learner is interacting; learning is beyond the memorizing of facts. For learning to have meaning for individuals or groups, the learner needs to see the relevance of content for the learner.

Learning needs to take into account not only academic disciplines but also how learners come to know. Knowing has two modes: right and left brain knowing. Whole brain knowing involves recognizing that the right brain has the capability to recognize patterns and wholes; this, in turn is essential to understanding context, e.g., detecting the interrelationships, the ecological relationship between things. The right brain functions in a holistic, non-linear manner and complements the left brain with its logical, analytical, descriptive capabilities. Without the use of the right brain, the intuitive part of the brain, learning is quite limited to the logical, analytical, discrete, segmented knowing. (Ferguson)

If learning is a function of meaning, meaning means seeing new relationships and patterns, then the potential teacher educator needs to teach skills of exploring, discovering, risking, creating, patterning-seeing, patterning, and interrelating those patterns and of motivating the learner to see content as relevant to facilitate ways of arriving at meaning (Combs and Purkey). The educator needs to create an atmosphere in which learners come to see patterns (concepts and theories) within disciplines; but more importantly, the educator needs to facilitate a process by which learners come to an ecological perspective, that is, sees the patterns from multiple perspectives (disciplines). The teacher-educator needs to develop a sensitivity to learners and their ongoing development so that the teacher educator can ascertain the patterning and the interrelationships that the learners

have developed as well as assist the learner to assess and self assess her own degree of development. This assistance of the learner to assess and self assess encourages the learner to risk and to take charge of herself as learner.

The potential teacher educator also needs to explore her natural style in facilitating learning and recognize that the individual's natural style limits learning in some students. Recognizing the strengths and limitations helps one facilitate the learning process.

THE EDUCATION OF TEACHERS - GENERAL EDUCATION AND TEACHING FIELDS

The teacher education graduate of 1995 needs a strong base in general education, their teaching fields, and professional education. This probably sounds very little different from what many or, at least some, teacher education programs are currently doing. The author of this paper suggests that teacher educators not assume the usual series of academic courses developed by an individual professional, e.g., English instructor, education psychology instructor, methods instructors, which allows the professional to develop a course out of any value base that the professional desires. The author suggests, in a different vein, that teacher educators encourage, support, and eventually require that professionals working in teacher education programs view knowledge as a continuum (Toffler). If educators working in teacher education programs, view knowledge as a continuum, the content is no longer seen in a discrete, isolated manner but in an interdisciplinary mode. If educators, not just educators working in the professional area to prepare teachers, recognize the need for all disciplines to have meaning for the learners, then educators will need to teach more than facts related to individual academic disciplines. Educators then need to recognize the patterning that occurs within each different discipline, for knowledge is not organized around facts but rather about

patterns (concepts, theories). Once educators recognize and develop pattern-seeing within a discipline, educators can interrelate patterns among discipline, e.g., the pattern of rhythm within biology and then the interrelation of rhythm in biology, art, music, literature, cognitive development, etc.).

Patterning and interrelating the patterns developed by specialists in particular and interdisciplinary fields comes from specialists who have developed both right and left brain knowing. Right brain knowing gives meaning and puts together the patterns so that the left brain can organize, put into logical sequence, and describe through language the patterns of the right brain.

For many educators this is a quantum leap from the way they have organized their content. If educators, however, are to help learners control the vast explosion of knowledge which will continue, educators will need to teach three things:

- 1) patterning and the interrelating of patterns rather than facts
- 2) the process of pattern seeing and the interrelating of patterns
- 3) the skills that are necessary to do this, e.g., discovering, exploring, risking, choosing, working collaboratively.

These three areas are imperative for the 21st century learner so that learners know how to learn and unlearn, how to be active learners, e.g., take charge of themselves in the process of learning and not let others and technology take charge of them. To facilitate active learning in the student assumes that teacher educators are well-informed in their teaching fields (Combs).

PROFESSIONAL COMPONENT OF TEACHER EDUCATION PROGRAMS

The author has just described the components of general education and the specific content fields that a teacher educator might elect and will now focus on the professional component of educating and developing the educator. In this

case, too, educators

- 1) need to pattern and interrelate patterns in cognitive, moral, social, physical, exceptional education's developmental theory and in philosophy and history of education,
- 2) need to relate developmental theory and patterns of culture to the practice of the classroom through appropriate learning strategies, techniques, assessment, and diagnosis of learner in the learning environment related to content being taught and
- 3) need to relate theory (patterning) to experience that potential educators teach in field work and student teaching.

These patterns and interrelationships involve the integration of knowledge and skill. It is not enough to know the information, but in educating where the function of teaching is to facilitate learning, performance with appropriate and with sufficient rationale for performance is essential.

To summarize, I believe that educators need strong academic background focused on pattern-seeing and interrelating of patterns in general education, in teaching fields, and in professional preparation. Educators all need the competence to demonstrate, in addition to pattern-seeing and the interrelating of patterns within disciplines, and conceptualizing of academic disciplines and teaching-learning patterns, the diagnosing of the learners' needs, the communicating of content/process, the coordinating of resources, activities, etc., and the managing effectively of the publics related to the educational environment.

The following model of generic educators competences provides a framework for the integration of knowledge and skills which are critical to effective teaching which facilitates learning.

GENERIC EDUCATOR COMPETENCES

The previous sections of this paper have focused on the shift in ideology, on learning, and on the preparation potential teacher educators' need to make this ideological shift. The following section will focus on the five generic competences that shape the professional component of teacher education programs. In this section of the paper, the five generic educator competences will be listed, there will be a description of generic competence, and each of the descriptors of the five generic educator competences will be given.

The five generic educator competences are:

- 1) social interacting
- 2) communicating, e.g., reading, writing, speaking, listening,
and reading media
- 3) conceptualizing
- 4) coordinating
- 5) diagnosing

A generic competence is an ability that has a number of descriptors. The descriptors of generic competence include knowledge, skill, self-perception, motive and disposition (Klemp). From the descriptors of competence one can see that competence is more than a task or series of tasks to be performed; competence is an ability which has a knowledge base, skill component, a self-image or self-perception which the teacher educator projects, a motive which drives the educator to respond in certain ways, and a disposition which consistently inclines the educator to use this competence. Competence reflects an ability which integrates the knowledge base and the skill, develops a particular self-perception and motivates and disposes the teacher educator to respond to and consistently want to use these abilities.

The Alverno College task force that synthesized the research and from this synthesis identified the five generic educator competences strongly feels that these generic educator competences are critical competences to anyone involved in the function of teaching. These generic educator competences reflect effective teaching characteristics for educators of any age groups. (See Review of Literature - Appendix B).

The theory, skills, and behavioral indicator for the communications and social interaction competences were developed by the Communications and Social Interaction Competence Divisions of Alverno College. The author took the liberty in the communications competence to include modes of knowing as part of the competence.

The following pages identify the generic educator competences with the knowledge base, skills, and behavioral indicators for the knowledge and skill bases. In addition, in the right hand column there is an indication of how the behavior could be measured in a test. The suggested modes for the test are paper and pencil and videodisc.

COMPETENCE	KNOWLEDGE BASE	SKILL BASE	BEHAVIORAL INDICATORS	TESTING MODE	
				PP	VIDEODISC
SOCIAL INTERACTION	Task-oriented model	uses specific theoretical frameworks: task-oriented and interper- sonal	articulates theoretical frameworks	X	
		demonstrates effective be- haviors from models	manages group behavior effectively for efficient use of time and space		X
			manages withdrawing and interfering behaviors through effective social interaction techniques	X	
			works collaboratively with colleagues by taking responsi- ble initiative toward goal achievement	X	X
			uses initiating, challenging, leading, mediating behaviors as appropriate to the learn- ing environment	X	
			uses reinforcing, clarifying, summarizing, evaluating, and terminating behaviors as ap- propriate to the learning environment	X	
			identifies feelings, responds with empathy, elicits informa- tion, paraphrases person's message as appropriate to the learning environment	X	X
			uses leadership skills appro- priate to situation: task- oriented/interpersonal	X	
		integrates generic edu- cator compe- tences within teaching fields	demonstrates appropriately in the learning environment the integration of patterns from teaching fields and generic educator competences		X

COMPETENCE	KNOWLEDGE BASE	SKILL BASE	BEHAVIORAL INDICATORS	TESTING PP	MODE VIDEODISC
CONCEPTUA- LIZE	teaching/ learning patterns	projects vision and checks against reality	articulates teaching/ learning patterns and cultural patterns	X	
	learning theory- in-use and espoused learning theory	analysing	reflects on espoused theory and theory-in- practice; developmental theory, cultural patterns (multi-cultural and global)	X	
			integrates espoused theory with theory-in-practice	X	
	identifies patterns within disciplines	pattern- seeing	plans for learners to develop patterning skills (concept attainment)	X	
	interrelates patterns across disciplines		plans for learners to interrelate patterns	X	
	planning curriculum goals, instructional objectives, learning strategies, technique and assessment	integrates developmental theory, teaching fields planning skills into learning plan	sequences curriculum goals, instructional objectives, learning strategies, based on characteristics of learner	X	

COMPETENCE	KNOWLEDGE BASE	SKILLS BASE	BEHAVIORAL INDICATORS	TESTING PP	MODE VIDEODISC
DIAGNOSE	learner/ behavior development	analysing	articulates appropriate learning and behavioral development: cognitive, social, moral, physical, exceptional education	X	
		problem solving in cognitive/ social/ moral/ physical areas	applies theory of learner/ behavioral development to case studies	X	
	relevant learner character- istics	compare/ contrast against theory	identifies appropriate learning and behavioral development for target group in field and student teaching experiences	X	X
			adjusts learning environ- ment to developmental and cultural needs of learner	X	
			responds spontaneously and appropriately to learners needs in learning environ- ment	X	
			observe and document patterns of behavior	X	
			assesses learner performance in this docu- mented evi- dence	X	X
			promotes learner self-assessment	X	X
			gives feedback on performance to learner	X	X
			gives feedback based on public criteria to learner, parents, etc.	X	X

COMPETENCE	KNOWLEDGE BASE	SKILL BASE	BEHAVIORAL INDICATORS	TESTING MODE	
				PP	VIDEODISC
COMMUNICATE	communica- tions theory	self-assess- ing in speak- ing, reading, writing, and using media effectively	identifies strengths and weaknesses in communications skills	X	
	components of effective communica- tions	develops communication ability by studying model	identifies thesis, main point, supporting evidence, tone, language in multiple modes: written, spoken, visual	X	
		maps variety of modes: writing, reading, listening, speaking, and reading media	uses appropriate written, visual and spoken modes for multiple audiences: learners, parents, colleagues	X	X
			identifies verbal/nonverbal messages and congruence of message	X	X
		writes, speaks produces media and "reads" and integrates media effectively multiple commu- nication skills in major areas of knowledge for variety of audiences		X	X
	modes of knowing	using techniques to elicit right and left brain knowing	uses guided imagery, meditations, relaxation, music to engage whole of learner	X	X
	computers language	demonstrates computer literacy	runs/uses computer programs to facilitate learning	X	X

COMPETENCE	KNOWLEDGE BASE	SKILL BASE	BEHAVIORAL INDICATORS	TESTING MODE	
				PP	VIDEODISC
COORDINATES	inter- relation- ship of human resources and environment	organizing and alloca- ting resources to meet learners' needs	articulates in relationship of resources (time, space, sound, materials, human)	X	X
		monitoring human resources and environment	organizes and reorganizes space, groups, materials to achieve goals	X	X
			assesses continually use of resources (human, environmental)	X	X

The content above has described the knowledge base, skill base, and behavioral indicators by which a potential teacher educator could infer that the competence has been demonstrated. In addition to the knowledge base and the skill base made visible by the behavioral indicators, the teacher educator who has developed these competences has certain images or self-perceptions about herself, a motivation that is related to the competences, and a disposition to consistently demonstrate the behaviors. (See Appendix A for all competence descriptors of each of the abilities). The following briefly illustrates the three descriptors of self-perception, motive, and disposition for each of the five generic educator competences.

The potential teacher educator who has developed the five generic educator competences had developed five different images or self-perceptions. All five self-perceptions are critical to effective teaching and facilitating learning. Having

developed the competence of conceptualizing, the teacher educator views herself as a thinker, a theorist, and a change agent, a person who patterns and inter-relates patterns across disciplines and developmental theory. With the ability developed in communicating, the potential teacher educator perceives self as a person who encodes and decodes messages in multiple modes. The potential teacher educator who has developed the ability to diagnose views self as student developer and facilitator. The self image of coordinator, resource, monitor, and organizer comes from perceiving oneself as having the ability to coordinate. Viewing oneself both as participant and leader depending upon the needs of the learning environment flows from one's perceptions of being able to socially interact (manage) the learning situation.

Having developed the five generic educator abilities, the potential teacher educator not only develops certain self-perceptions but also certain motives which give drive to the educator's life. The potential teacher educator has a recurrent concern to demonstrate effectively these abilities. Having developed the ability to conceptualize, the teacher educator has a persistent need to synthesize and to conceptualize for growth and change. For the one who has developed the competence to diagnose, the teacher educator has the need to solve problems and to promote learning in others. The need to communicate effectively is generated by the teacher educator's ability to communicate. Having developed the competence to coordinate, the potential teacher educator is motivated to use resources both human and environmental efficiently and effectively. Effectively helping groups achieve goals through task-oriented and interpersonal behaviors is the motive generated from the ability to socially interact by the potential educator.

Along with the development of self-perceptions related to each of generic educator

competences and the motivation to recurrently use the competences, potential teacher educators also have the disposition to respond consistently to these five competences in similar sets of situations. The potential teacher educator with the competence of conceptualizing tends to reflective thinking and to consistently conceptualizing for growth and change. Having developed the competence to diagnose, the potential teacher educator analyzes, questions, experiments, monitors against one's perceptions and theory-in-use. The disposition to consistently use appropriate and effective media to communicate a message the potential teacher educator generates by her ability to communicate. The competence of coordination consistently disposes the teacher educator to identify and bring together appropriate resources for effective learning. The ability to socially interact disposes the potential teacher educator to participate in and lead groups so that the groups achieve their goals.

STRENGTH OF SPECIFIED GENERIC EDUCATOR COMPETENCES FOR EFFECTIVE TEACHING

Each of these generic educator competences contribute strongly to effective teaching, and facilitating learning. Each of the five generic educators competences presents a part of what effective teaching is; and without that part the teacher's effectiveness in the learning environment can be limited. Both the research studies reviewed (See section on JUSTIFICATIONS FOR INCLUSION OF THE FIVE GENERIC EDUCATOR COMPETENCES) and a consensus among teacher educators and teachers would support the need for these generic educator competences.

There are differences in the level of sophistication of the five generic educator competences. The competence of coordination is less sophisticated than conceptualizing, communicating, and diagnosing. To socially interact effectively is the most complex of the generic educator competences since this competence requires the integration of knowledge and skill of social interaction and the conceptualizing, coordinating, ongoing diagnosis and communicating that results from the

integration of the four other competences. To effectively manage a classroom teachers need to use these competences with social interaction in an open system so that the ongoing needs of the learner are met.

JUSTIFICATION FOR INCLUSION OF THE FIVE GENERIC EDUCATOR COMPETENCES

At present the model of five generic educator competences has consensual validation. Seven educators of Alverno College representing early childhood, elementary, secondary, adult, nursing, parenting education and the Office of Evaluation used the following procedure to generate the five generic educator competences:

- 1) The Education Department in collaboration with the Office of Evaluation of Alverno College reviewed selected literature from 1974 to 1979. Three areas in the literature on competency education were reviewed. These three areas were educator, including early childhood, elementary, and secondary, adult educator, including parenting, and gerontology practitioner, a specialized form of adult education. (See Appendix B for studies reviewed).
- 2) After the studies were selected, the task force reviewed each study and categorized the kind of competence each study of the three roles: educator, adult educator and gerontology practitioner as task specific, task generic, or task mixed.
- 3) Using apparent agreement or disagreement as a means of clarifying the meaning of generic, the task force then took the list of mixed competences from the three role models and identified the mixed competences as task generic or task specific. This left only two categories of competences for each educator role: task generic and task specific.

- 4) The task force then took the lists in the task generic competences across the three role models and generated a single list of generic competences which would apply to all three roles; this gave the task force the basis for the model of the five generic educator competences. The task force further considered each of the task specific competences and determined that the competences could be subsumed under the generic competences.
- 5) The next step was to take each of the five generic educator competences and indicate how each of the competences met the descriptors of a generic competence. Each of the generic educator competences was described in terms of knowledge base, skills, and motive, self-image, and disposition of the educator using the generic competence.
- 6) The final step was to develop behavioral indicators for each of generic educator competences. The author of this paper developed many of the behavioral indicators.

As the author alluded to at the beginning of this section, the generic educator model has consensual validation since the competences were synthesized from a review of literature of competency education; the model of generic educator competence, however, needs empirical validation. In order to validate the model empirically, evaluators need to take the model into the classroom and gather data that indicates that effective teachers do in fact demonstrate these five generic educator competences. Depending upon time and fiscal constraints, evaluators could complete the validation in a time span ranging from a semester to one year's time.

PROBLEMS AND PROMISES ONE MIGHT ANTICIPATE SHOULD THE GENERIC EDUCATOR
COMPETENCE MODEL BE USED TO GUIDE THE DEVELOPMENT OF A VALID TEST

PROMISES

- 1) The promise is that the test for the selection and initial certification of teachers may provide the vehicle for assessing the integration of knowledge and skills. Currently NTE tests measure knowledge and its application; the promise is that within the next year the test will measure, in addition to knowledge and its application, listening and writing; the future promise is that the test will measure a sampling of effective educator behaviors based on the generic educator model. This latter sampling will include a broader sampling of communication theory and skills and social interaction knowledge and skills.
- 2) The model will require that process of patterning and the interrelating of patterns will be formally taught in multiple knowledge bases.
- 3) There is the possibility of working toward a model which will integrate and synthesize a body of knowledge and skills that could become for many educators the "art" and "discipline" of professional education.
- 4) There is the possibility of assessing more comprehensive samplings of the complex function that is called teaching. The sampling of the professional component, since it is based on a single map for all educators, applies to all ages of learners, not exclusively to those educators who are involved in schooling at any one level. This model has potential for broader use for informal and formal learning rather than for educators only involved in schooling.

- 5) The generic educator framework presents a model for excellence in professional education.

PROBLEMS

- 1) The cost involved
 - a) in finding alternate testing modes to measure the integration of knowledge and skills,
 - b) in identifying and making public criteria that will measure speaking, reading media, and effective management of the learning environment,
 - c) in training assessors to assess the speaking, reading media, and management (social interaction) components of the test
- 2) teacher educators may well resist the serious commitment of time, energy, collaboration that is necessary to develop and implement this model.

PROMISES AND PROBLEMS ONE CAN ANTICIPATE SHOULD THE MODEL OF THE FIVE GENERIC EDUCATOR COMPETENCES BE USED AS A BASIS FOR DEVISING FUTURE TESTS

PROMISES

- 1) If this model is used, there will be pressure on the selecting and certifying agencies to affirm themselves for what they are already holding to be critical educator competences or these agencies will need to rethink their particular stance which may tend to measure less significant knowledge and skills.
- 2) The knowledge base and skills base for generic competences except for some aspects of communication and social interaction could be measured by a paper and pencil test. Effective speaking could be measured in conjunction with effective videodisc that students submit of a 10-minute teaching segment which would include a sampling of speaking and appropriate interpersonal and task-oriented behaviors for the particular learning environment.

- 3) Publishers exert an influence on educators and curriculum by the materials they publish. If NTE develops this approach, NTE encourages all agencies who use this test to consider the generic educator competences as critical to selection and initial certification.

PROBLEMS

The problems from the section on "The problems one might anticipate should the model of the generic educator competences be used to guide the development of the test" hold for this section. (See page 19).

THE EFFECT OF THE USE OF THIS MODEL OF GENERIC EDUCATOR COMPETENCES ON TEACHER EDUCATION.

- 1) In many cases teacher education curricula will be shaken to its very roots. A very drastic change will have to occur in many teacher education curricula. The curriculum will need to reflect the integration of content and skills of the five generic educator competences. Teacher educators will need to learn how to pattern and interrelate patterns from general education, the teaching fields, and the professional component. The generic educator competence of conceptualizing will need particular emphasis.
- 2) Teacher educators will need to develop collaboratively learning experiences and assessment that measure the generic educator competences in multiple situations. Courses will need to reflect one, some, or all of the generic educator competences; courses will need to illustrate that knowledge is a continuum and that there are patternings and interrelating of patterns within disciplines rather than isolated bodies of knowledge.

EFFECT OF THE GENERIC EDUCATOR COMPETENCE MODEL ON TEACHERS

- 1) At the initial certification and selection beginning teachers will need to demonstrate by a sampling the integration of knowledge and skills reflecting

the five generic educator competences.

- 2) A sine qua non is a broad general education and a strong background in teaching fields
- 3) For effective evaluation of teachers, teachers need to have available public criteria which gives evidence of the demonstration of the competence.
- 4) Feedback on performance needs to reliably express the criteria.
- 5) The learning experience and assessment of teachers prepared in a program built on the generic educator competences will give a strong sense of their strengths and limitations. This sense of strengths and limitations enhances the self-concept of the teacher and encourages development of strengths and of ways to deal with limitations.
- 6) Ongoing reflection is critical to further growth and development. Reflection on experiential learning will help teachers actualize the espoused theory so that it becomes theory-in-use.
- 7) Teachers will need to recognize that the ongoing adapting of the environment to the needs of the learner requires being confident and comfortable in the use of open systems theory.
- 8) Three demands teachers will need to meet: to develop the competence to conceptualize rather than to deal with facts, to view knowledge as a continuum rather than to look at knowledge as isolated disciplines, and to develop skills to facilitate learning.

Appendix A

Five Descriptors of Competence

COMPETENCE	KNOWLEDGE BASE	SKILL	ATTITUDE/ SELF- PERCEPTION	MOTIVE	DISPOSITION
SOCIAL INTERACTION	task- oriented model	uses specific theoretical frameworks: task-oriented and interper- sonal	participator	need to be effective in group to achieve goal	work with group(s) to achieve goal(s) through effec- tive task-orient- ed and inter- personal behavior
			initiator		
			facilitator		
		demonstrates effective behaviors from models		need to perform many roles	
		integrates generic educator compe- tences within teaching fields			

COMPETENCE	KNOWLEDGE BASE	SKILL BASE	ATTITUDE/ SELF- PERCEPTION	MOTIVE	DISPOSITION
CONCEPTUAL- IZE	teaching/ learning patterns	projects vision and checks against reality	change agent thinker	conceptuali- zation for growth and change	reflective thinking consistently conceptuali- zing for growth, change, whole-brain knowing
	learning theory-in use and espoused learning theory	analysing	theorist	need to synthesize	
	identifies patterns within disciplines	pattern/ seeing			
	interrelates patterns across disciplines				
	planning curriculum goals, instructional objectives, learning strategies, technique and assessment	integrates developmental theory, teaching fields planning skills into learning plan			

COMPETENCE	KNOWLEDGE BASE	SKILL BASE	ATTITUDE/ SELF- PERCEPTION	MOTIVE	DISPOSITION
DIAGNOSE	learner/ behavior development	analyzing	student developer	need to solve problems	analytic disposition; uses questions, experiments
		problem solving in cognitive/ social/moral physical areas	facilitator	need to pro- mote learning in others	monitors against one's own percep- tions and theory-in-use
	relevant learner character- istics	compare/ contrast against theory			
		observe and document patterns of behavior			
		assesses learner per- formance in this docu- mented evi- dence			
		promotes learner self- assessment			
		gives feedback on performance to learner			

COMPETENCE	KNOWLEDGE BASE	SKILL BASE	ATTITUDE/ SELF- PERCEPTION	MOTIVE	DISPOSITION
COMMUNICATE	communica- tions theory	self-assess- ing in speak- ing, reading, writing, and using media effectively	communicator, mentor facilitator	have a message to communicate	analytic thinking; to consistently evaluate use of media to communicate message
	components of effective communica- tions	develops communication ability by studying model			
		maps variety of modes; writing, reading, listening, speaking, and reading media			
		writes, speaks and integrates multiple commu- nication skills in major areas of knowledge for variety of audiences			
	modes of knowing	using techniques to elicit right and left brain knowing			
	computers language	demonstrates computer literacy			

COMPETENCE	KNOWLEDGE BASE	SKILL BASE	ATTITUDE/ SELF- PERCEPTION	MOTIVE	DISPOSITION
COORDINATES	inter- relation- ship of human resources and environment	organizing and alloca- ting resources to meet learners' needs monitoring human resources and environment	organizer coordinator identifier of resources monitor	use resources effectively and efficiently	analytic thinking; identifying, monitoring use of environ- mental and human resources for efficient and effective learning

Appendix B

Review of Literature

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